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DESCRIPTORS	Abstracts; Biculturalism; *Bilingual Education; Bilingualism; *English; English (Second Language); Minority Groups; *Puerto Ricans; Research; Second Language Learning; *Spanish; *Spanish Speaking

ABSTRACT

This list, prepared by the Bilingual Resource Center in New York City, is intended to serve as a sample of the many valuable bilingual reports and studies available through the Educational Resources Information Center (ERIC). Included are nine abstracts and three articles reproduced in full. The titles of the articles are: (1) "Bilingualism in Puerto Rico: A History of Frustration," by John C. Fisher, (2) "Para-Professionals: Their Role in ESOL and Bilingual Education," by Hernan LaFontaine, and (3) "Second Language Learning in Bilingual Communities," by Sylvia Rothfarb. (SK)

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BILINGUAL ERIC REPRINTS

FL004 570

May, 1973

This List is intended to serve as a sample of the many valuable bilingual reports and studies available at the Educational Resources Information Center (ERIC) of the Modern Language Association. Included are nine abstracts and three articles reproduced in toto. Financial considerations permit the Resource Center to fully reproduce only articles of short length. However, the Center will soon have all the articles on hand in the form of microfiche for interested persons to read at leisure and by appointment.

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5. Bilingual Education in Sociolinguistic Perspective, by Joshua A. Fishman.

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1. Bilingualism in Puerto Rico: A History of Frustration, by John C. Fisher.

2. Para-Professionals: Their Role in ESOL and Bilingual Education, by Hernan LaFontaine.

3. Second Language Learning in Bilingual Communities, by Sylvia Rothfarb.

DOCUMENT RESUME

ED 047 053 24 RC 005 076

AUTHOR	Altus, David M., Comp.
TITLE	Bilingual Education, A Selected Bibliography.
INSTITUTION	New Mexico State Univ., University Park. ERIC of Research.
BUREAU NO	BR-6-2469
PUB DATE	Dec 70
CONTRACT	OEC-1-6-062469-1574
NOTE	220 p.
AVAILABLE FROM	Manager, Duplicating Service, New Mexico State University, P. O. Box 3-CB, Las Cruces, New Mexico 88001 ($2.50)
EDRS PRICE	EDRS Price MF-$0.65 HC-$9.87
DESCRIPTORS	*Abstracts American Indians, *Bibliographies, Biculturalism, *Bilingual Education, *Bilingualism, English (Second Language), *Language Instruction, Mexican Americans, Spanish Speaking, Subject Index Terms, Teaching Techniques

ABSTRACT

The bibliography was compiled to provide access to the latest research findings and developments in the area of bilingualism and bilingual education. Part I of the publication contains 176 citations, with abstracts, which have appeared in all "Research in Education" issues through June of 1970. Part II includes 28 citations from "Current Index to Journals in Education," beginning with the first issue in January of 1969 and continuing through the July 1970 issue. Two subject indexes using terms from the "Thesaurus of ERIC Descriptors" are included: the first pertains to documents cited in "RIE," the second applies to articles cited in "CIJE." ordering information for documents cited is also provided. (AN)

DOCUMENT RESUME

ED 048 501 AL 002 768

AUTHOR	Andersson, Theodore
TITLE	Bilingual Education: The American Experience.
PUB DATE	Mar 71
NOTE	35p.: Paper presented at the Ontario Institute for Studies in Education Conference on Bilingual Education, Toronto, Canada, March 13, 1971
EDRS PRICE	EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS	Acculturation, Biculturalism, *Bilingual Education, *Bilingual Schools, *Educational Legislation, *English (Second Language), French, German, History, Language Planning, Spanish
IDENTIFIERS	*Bilingual Education Act, Canada, United States

ABSTRACT

The United States experience with bilingual schools falls into two periods: from 1840-1920 and from 1960 to the present. Bilingual schooling may be said to have originated in Cincinnati in 1840, where a large minority of the population was German-speaking. During this first period, perhaps a million American children received a part of their instruction in German as well as in English. Despite the extent and historical importance of this early bilingual schooling, however, it failed to provide an authoritative curriculum model for bilingual education. The bilingual program, often only a language program, was rarely integrated into either the philosophy or the practice of the school of society. Bilingual schooling disappeared from the U.S. scene from the time of World War I until 1963, when the Dade County bilingual program was initiated in Miami, Florida. A Ford Foundation grant provided for instruction in both English and Spanish for Spanish - and English-speaking children. Before the enactment of the Bilingual Education Act in 1968, the number of federally supported bilingual programs was probably less than 100; at present writing, there are 131 programs supported by federal grants. (In addition to discussing the contributions of various educators and linguists, the author includes an extensive bibliography of recent and forthcoming works.) (AMM)

DOCUMENT RESUME

ED 034 006 UD 006 521

AUTHOR Bailey, Beryl Loftman
TITLE Language and Learning Styles of Minority Group Children in the United States.
INSTITUTION Yeshiva Univ., New York, N.Y. Ferkauf Graduate School of Humanities and Social Sciences.
PUB DATE 6[illegible]
NOTE 19 p.; Paper presented at the American Educational Research Association Annual Meeting (196[illegible])

EDRS PRICE EDRS Price MF-$0.25 HC-$0.60
DESCRIPTORS *Bilingualism, *Child Language, Classroom Communication, Cultural Disadvantagement, *Disadvantaged Youth, Language Styles, Language Usage, Linguistic Patterns, Minority Groups, Negro Dialects, *Negro Youth, Non English Speaking, *Nonstandard Dialects, Social Dialects, Sociolinguistics, Speech Habits, Student Teacher Relationship, Syntax, Verbal Communication

ABSTRACT

The paper focuses on the linguistic behavior of Negro children concentrated in communities where a non-standard form of English is the accepted currency. Such children are verbal, possess a language fully developed to serve the needs of their "world," and think effectively enough to survive in a sometimes hostile environment. Certain basic assumptions must be made in order to communicate with such group: for example, that in non-standard English, time, whether critical or not, is only optionally expressed in the verb if expressed elsewhere in the sentence or indicated by the context. Thus, from the linguist's point of view, the language behavior of this population is highly predictable, and what appears to be occasional diverqences from the standard are really parts of a pattern, which every teacher must understand if efficient teaching and learning is to take place in the classroom. This can be said for other minority goups as well, with the modifications made necessary by contrastive analyses of the specific groups' native language and English. (EM)

DOCUMENT RESUME

ED 033248 AA 000418

AUTHOR	Finochiaro, Mary; King, Paul F.
TITLE	Bilingual Readiness in Earliest School Years; A Curriculum Demonstration Project. Bilingual Readiness in Primary Grades; An Early Childhood Demonstration Project. Final Report.
INSTITUTION	City Univ. of New York, N.Y. Hunter College
PUB DATE	Dec 66
NOTE	272 p.
EDRS PRICE	1.25; 13.70
DESCRIPTORS	*Bilingual Education; Bilingual Teachers; *Early Childhood Education; *Curriculum Development; Comparative Analysis; Low Income Groups; Spanish; Negroes; Middle Class: Self-Concept: Status Need: *Language Programs; Language Experience Apprpach; *Intercultural Programs; Acculturation; Story Tellirg; Story Reading; Dramatic Play; Multisensory Learning: Parent Attitudes; Instrumentation; Group Experience.

ABSTRACT

These two curriculum demonstration projects on bilingual readiness in the earliest school years contain many similarities. Both were formed on the thesis that young children can and will learn a second language readily and that the urban classroom mixture of Spanish-speaking, English-speaking, and Negro-dialect speaking children can be capitalized on to further bilingual and intercultural development of all groups. The objectives of the projects were to (1) foster bilingual development in children at a prime readiness age (4 to 8), (2) promote positive attitudes among native English speakers toward the language and culture of other groups, and (3) enhance the self-concept and pride in heritage of children speaking Spanish while teaching them English. In both studies a Bilingual Specialist met with classes of Kindergarten and 1st grade children 15 to 20 minutes per day. Both English and Spanish were used during these periods. Much of curriculum activity involved listening to stories, story-telling, singing, dramatization, and game playing; however, Finocchiaro took a more group-oriented approach whereas King's more individualized approach relied on the use of instrumentalization for repetitive reinforcement during the lesson and after the lesson as an aid to the teacher. The Reading Readiness program was also integrated into the King project. Both studies concurred in the conclusion that bilingual readiness can be developed at this age level. (BF)

DOCUMENT RESUME

ED 040 404 AL 002 467

AUTHOR	Fishman, Joshua A.
TITLE	Bilingual Education in Sociolinguistic Perspective.
PUB DATE	Mar 70
NOTE	14 p.: Paper presented at the fourth annual TESOL Convention, San Francisco, California, March 18-21, 1970
EDRS PRICE	EDRS Price MF-$0.25 HC-$0.80
DESCRIPTORS	*Bilingual Education, *Bilingualism, Community Attitudes, *Program Evaluation, School Attitudes, *Sociolinguistics

ABSTRACT

Discussed are some of the problems of bilingual programs (lack of funds, personnel, and evaluated programs). Four broad categories of bilingual programs are (1) Transitional Bilingualism, in which Spanish is used in the early grades to help pupils "adjust to school" and/or "master subject matter" until their skill in English is developed; (2) Monoliterate Bilingualism, which aims to develop both languages for aural-oral skills, but is not concerned with literace skills in the mother tongue; (3) Partial Bilingualism, which seeks fluency and literacy in both languages, but generally restricts literacy in the mother tongue to subjects related to the ethnic group and its heritage; and (4) Full Bilingualism, which aims to develop all skills in both languages in all domains. (The author feels that a fully balanced bilingual speech community may be a theoretical impossibility.) Vitally needed are (1) a survey establishing language and varieties employed by both parents and children, by societal domain of function; (2) a rough estimate of the relative performance level in each language, by societal domain; (3) an indication of community and school staff attitudes toward the existing languages and varieties and toward their present allocation to domains; and (4) an indication of community and school staff attitudes toward changing the existing language situation. (AMM)

DOCUMENT RESUME

ED 039 630 AL 002 314

AUTHOR Jacobson, Rodolfo
TITLE The Teaching of English to Speakers of Other Languages and/or Dialects--An Oversimplification.
PUB DATE Mar 70
NOTE 20p.: Paper given at the fourth annual TESOL Convention, San Francisco, California, March 18-21, 1970

EDRS PRICE EDRS Price MF-$0.25 HC-$1.10
DESCRIPTORS Cultural Factors, Deep Structure, *English (Second Language), Linguistic Competence, Linguistic Theory, Nonstandard Dialects, Regional Dialects, Second Language Learning, Social Dialects, Sociolinguistics, Standard Spoken Usage, Surface Structure, Teacher Education, Teacher Education Curriculum, *Teaching Methods, *Teal

ABSTRACT

The acquisition of Standard English by speakers of other languages and by speakers of non-standard dialects seems to differ (1) in motivation, (2) in the perception of Standard English, (3) in the social significance of Standard English, (4) in the cultural heritage and its influence on man's identity and self-respect, (5) in the source language/dialect as a system, (6) in deep structures, and (7) in matters of performance. Because they differ in more ways than they agree, their teaching methodologies should not be the same. A modified ESOL approach is suggested for teaching Standard English to speakers of Black English: this teaching should be based on a cross-disciplinary approach that helps the learner overcome the barriers resulting from sources other than linguistic ones. Major emphasis should be placed on the fact that the speaker of non-standard English is a native speaker of the language: rather than seeking competence in a language unknown to him, he wishes to acquire new ways of performing in the same language. Discussed is the State University of New York College at Cortland's graduate program in English sociolinguistics for prospective and experienced English teachers, which offers training in both English for speakers of other languages and Standard English for speakers of a non-standard dialect, with special attention on the latter. (AMM)

DOCUMENT RESUME

ED 047 593 FL 002 133

AUTHOR	John, Vera P.; Horner, Vivian M.
TITLE	Early Childhood Bilingual Education.
INSTITUTION	Modern Language Association of America, New York, N.Y.
SPONS AGENCY	For Foundation, New York, N.Y.
PUB DATE	71
NOTE	207p.
AVAILABLE FROM	MLA Materials Center, 62 Fifth Avenue, New York, N.Y. 10011 ($4.00)
EDRS PRICE	EDRS Price MF-$0.65 HC Not Available from EDRS.
DESCRIPTORS	Behavioral Objectives, *Biliggual Education, Bilingual Students, Bilingual Teachers, *Early Childhood Education, Educationally Disadvantaged, Educational Needs, Educational Objectives, Educational Policy, *English (Second Language), Institutional Role, Language Planning, Multilingualism Non English Speaking, *Program Descriptions, Second Language Learning, Student Needs, *Teacher Education.

ABSTRACT

This book, written from the viewpoint of both the immigrant and the native-born, provides practical information that is helpful to communities attempting to present their demands for better education more cogently and help educators meet such demands with appropriate programs. The three major groups most affected by bilingual education programs are identified as the Puerto Rican, the Mexican American, and American Indian. Contents include sections on: (1) demographic information on minorities, (2) language groups, (3) program descriptions, (4) teacher recruitment, (5) curriculum materials, (6) testing and evaluation procedures, (7) research in bilingual education, and (8) models of bilingual education. (RL)

DOCUMENT RESUME

ED 040 195 TE 001 870

AUTHOR	Light, Richard L.
TITLE	On Language Arts and Minority Children.
PUB DATE	Nov. 69
NOTE	16p.; Speech given at the Annual Convention of the National Council of Teachers of English, Washington, D.C., November 1969
EDRS PRICE	EDRS Price MF-$0.25 HC-$0.90
DESCRIPTORS	Biculturalism Bilingual Education, *Bilingualism, Bilingual Students, Bilingual Teachers, Disadvantaged Youth, *English (Second Language), English Instruction, *Language Arts, Language Programs, Language Usage, Minority Groups, *Minority Group Teachers, Second Language Learning, *Teacher Education, Tenl

ABSTRACT

Education for minority group children has been completely inadequate through the failure of educators to understand sympathetically the children's linguistic and cultural backgrounds and and through the erroneous emphasis upon replacing 'poor speech habits' rather than adding a second dialect (stardard English). To help reduce t he gap between ideals proclaimed by national educational advisors and actual conditions, the USOE supplies funds for several programs: (1) the Bilingual Education Act provides for instruction in a child's first language as well as in standard English, thus assuring status for his own culture; (2) the Career Opportunities Program promoted the recruitment and training of low-income and minority group high school graduated for work with disadvantaged youth; and (3) the Triple T Program trains the trainers of teachers and other educator, and implements permanent changes in institutions which have failed to prepare educators of minority children--especially in the language arts. Those working with children whose first language is not stardard English must have an understanding of the nature of language and cultural, social, and classrooms factors of second language learning. (JM)

DOCUMENT RESUME

ED 039 078 24 FL 001 740

AUTHOR	Ulibarri, Horacio
TITLE	Bilingual Education: A Handbook for Educators. Interpretive Studies on Bilingual Education.
INSTITUTION	New Mexico Univ., Albuquerque. Coll. of Education.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Bureau of Research.
BUREAU NO	BR-8-0609
PUB DATE	Mar 70
CONTRACT	OEC-0-080-609-4531 (010)
NOTE	151p.
EDRS PRICE	EDRS Price MF-$0.75 HC-$7.65
DESCRIPTORS	*Annotated Bibliographies, Biculturalism, Bilingual Education, *Bilingualism, Bilingual Teachers, Cultural Interrelationships, Cultural Pluralism, Educational Objectives, *English (Second Language), Guidance Counseling, Guidelines, Instructional Materials, *Language Instruction, Program Descriptions, Program Development, Program Planning, *Second Language Learning, Sociocultural Patterns

ABSTRACT This comprehensive handbook on bilingual education, designed to aid administrators primarily, presents program guidelines, procedures for program initiation, and an annotated bibliography. Based on analyses of some 2,000 reports on bilingual and bicultural education, the work stresses social, cultural, and psychological concepts in sections treating: (1) objectives of bilingual education programs, (2) program description, (3) teacher role, (4) materials, (5) evaluation, (6) counseling, and (7) program initiation and implementation. (RL)

DOCUMENT RESUME

ED 053 603 FL 002 464

AUTHOR	Fisher, John C.
TITLE	Bilingualism in Puerto Rico: A History of Frustration.
INSTITUTION	New York State English Council.
PUB DATE	Apr 71
NOTE	6p.; Special Anthology Issue and Monograph 14
JOURNAL CIT	English Record; v21 n4 p19-24 Apr 1971
EDRS PRICE	EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS	Bilingual Education, Bilingualism, Cultural Differences, *English (Second Language), *Language Instruction, *Language Teachers, Minority Groups, Political Issues, Public Education, *Puerto Ricans, Spanish Speaking, *Teacher Education, Teacher Qualifications
IDENTIFIERS	New York City, Puerto Rico

ABSTRACT

The implementation of English language instruction presents problems for Puerto Ricans both in Puerto Rico and in the United States, as seen in New York City. In Puerto Rico, the role of English in the schools has always been a political issue with widespread implications. Both there and in the States, the greatest problem in English instruction is the lack of well trained, qualified teachers. To alleviate this problem, the Puerto Rican Department of Public Instruction is granting aid to 425 men and women to improve the teaching of English. Several universities in the States are instituting graduate and undergraduate programs designed to prepare teachers of English as a second language. (VM)

From: The English Record; vol. 21,
no. 4, April, 1971.

BILINGUALISM IN PUERTO RICO: A HISTORY OF FRUSTRATION

John C. Fisher

The Treaty of Paris, which concluded the Spanish-American War, saw the United States, for the first time, with territorial lands which were culturally different and geographically distant. Congress's Foraker Act of 1900, which replaced Puerto Rico's occupation with a civil legislature partly provided by Presidential appointment, allowed limited Puerto Rican participation in its own government. In 1917, a new Organic Act the Jones Act, increased island participation in its own affairs, offered U.S. citizenship to those Puerto Rican inhabitants who wished to have it, and gave a bill of rights to the island. It was not until 1947 however, that the people of Puerto Rico elected their own governor who was now given the power to appoint all executive heads of departments, including a Commissioner of Public Instruction.

The history of English teaching and bilingualism in that fifty-year period, and since, has been in large measure the history of public education itself. And it has been a history of frustration. There seems to be little doubt that until 1947 each Commissioner of Education was appointed to the island primarily because of his stand on the role of English in the schools. At the time of his appointment each Commissioner seems to have felt that English should be the medium of instruction for at least a majority of the school years. Many soon gave in, however, to the difficulties of teaching in a language foreign to the native Spanish of the students. Before and since 1947, the teaching of English has been an important issue in Island politics and "the most controversial subject of the curriculum."1

When M.G. Brumbaugh was appointed Commissioner of Education in Puerto Rico by President McKinley in 1900, it was already policy to teach in English whenever possible. Brumbaugh found, however, that with few English speaking teachers available it was best to teach in Spanish through the first eight grades, and in English in the secondary schools. As realistic as this system was, it was not sanctioned by a U.S. government that seemed committed to assimilating Puerto Rico into its North American culture by 1903 political pressures called for English to be the medium of instruction in all grades and President Theodore Roosevelt's new appointee. Roland Falkner, complied. For the next fourteen years the use of English made steady but controversial progress. Many students in the elementary grades found understanding to be difficult or impossible, and learned neither Spanish nor English well. Although the situation was hardly the decisive factor in the Puerto Rican politics of the time, it undoubtedly contributed to the popularity of the pro-independence Unionista party, which went undefeated from 1904 to 1924.

Juan Jose Osuna. A History of Education in Puerto Rico, Rio Piedras: University of Puerto Rico, 1948, p. 415.

In 1917 Spanish was reinstated as the medium of instruction for the first four grades, since this was the terminating grade for most students. In the early 1930's, however, Commissioner Jose Padin Fostered a study which bore out his suspicion that instruction in English was detrimental to learning. He noted that Puerto Ricans "were paying an enormous price in the acquisition of...knowledge...for the doubtful advantage of enabling our students to practice English through their Geography and History lessons." By 1934 all subjects, except English, were taught in Spanish in the first eight grades.

In 1934, with the appointment of President Franklin Roosevelt of Blanton S. Winship to the governorship of Puerto Rico, Americanization was reaffirmed and English again became the language of instruction in all grades. Two years later Padin resigned. In a letter to Jose Gallardo, his new Commissioner, Roosevelt, perhaps without intending to, summarized the Puerto Rican English language problem, past, present and future:

> Puerto Rico came under the American flag 30 years ago, Nearly 20 years ago congress extended American citizenship to Puerto Ricans. It is regrettable that today hundreds of thousands of Puerto Ricans have little and often virtually no knowledge of the English language....It is an indispensable part of the American polity that the coming generation of American citizens in Puerto Rico grow up with complete facility in the English tongue. It is the language of our nation...
>
> Puerto Rico is a densely populated Island. Many of its sons and daughters will desire to seek economic opportunity on the mainland. .... They will be greatly handicapped if they have not mastered English.... Clearly there is no desire or purpose to diminish the enjoyment or the usefulness of the rich Spanish cultural legacy of the people of Puerto Rico. What is necessary, however, is that the American citizens of Puerto Rico should profit from their unique geographical situation...by becoming bilingual. But bilingualism will be achieved...only if the teaching of English...is entered into at once with vigor, purposefulness, and devotion, and with the understanding that English is the official language of our country."[3]

Gallardo, in spite of strong opposition by popular political leaders of the island to making English the official language of the schools, attempted for several years to implement Roosevelt's attitude. But in 1941 the experience of several years caused him, like others before him, to restrict English as the medium of instruction to the secondary schools. Roosevelt had not told him how to achieve his goal, and school officials lacked the money, the expertise, and even the inclination, to enter into bilingualism with "vigor, purposefulness, and devotion."

The political dimension of the English language continues to this day. In 194[illegible], soon after governor was able to choose his own Commissioner of Education, Spanish became the medium of instruction in all grades with English taught for one period a day. With double sessions-and only three total hours of instruction-in many of the schools, the period has often been only thirty minutes long. The resulting change in the English proficiency of the population is striking. As one goes about the cities and towns of Puerto Rico today, one notes that those people who were graduated from the secondary schools before the 1950's are among the best speakers of English. Their proficiency level is hardly native, and those who went on to study in the States note that they had minor difficulties "for three or four months";

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[2]Jose Padin, "English in Puerto Rico," Puerto Rico School Review, S n Juan, 1935, p.[illegible].

[3]April [illegible], 1937, as quoted in Osuna, pp. 376-7.

but among the sixty or seventy Puerto Rican business and professional men of this writer's acquaintance, the comprehension proficiency seems to average out at about ninety percent, with production at about eighty percent. They are generally agreed that studying secondary school subjects in English did not prove to be a detriment.

Those people who have been graduated within recent years are abviously much less proficient in English. In at least one university in Puerto Rico, seventy-five percent of the entering freshmen are unable to carry on a simple conversation in English, in spite of the fact that the texts being used throughout the elementary grades dictate an oral approach. That same university, until the present time, has taught more than fifty percent of its classed in English. Because this now caused an undue hardship on students, it will soon begin a three-track curriculum. Upon entrance a student may choose a program which will be offered only in English, only in Spanish, or in a combination of both. It is expected that only the English Department will offer all courses in English, and that most other department will offer their courses in Spanish.

The question of whether or not it is necessary for Puerto Ricans to learn English is no less pertinent-and aggravating-today than it was in Roosevelt's day, and it is without doubt a part of the greater question of the future status of Puerto Rico. By common consent of Congress and the people of the island, the present Commonwealth could become either an independent nation or the fifty-first state. It may also retain its present political status. Supporters of the Commonwealth claim that there is harmony between the valuable qualities of the U.S. with its social and economic progress, and Puerto Rico with its agrarian and ethnic traditions. Puerto Ricans, too, accept the principles of democracy. Spanish is the language of instruction in the schools, they say, but there is a period of English instruction each day. There are English language radio and television stations, and one English language newspaper. These are offered as evidence of Puerto Rico's bilingualism. The evidence, however, can be compared with the reverse situation in New York City, which offers Spanish-language mass communication to the Spanish-speaking community. One can hardly think of New York City as bilingual. Both Spanish and English are spoken there, but the overwhelming majority of people speak only one language with ease.

Statehood, according to the United States-Puerto Rican Commission on the Status of Puerto Rico, "would necessarily involve a cultural and language accommocation to the rest of the federated States of the Union... This does not require the surrender of the Spanish language nor the abandonment of a rich cultural heritage."[4] The suggestion is obvious. In order for Congress to allow statehood, the people of Puerto Rico would have to achieve a higher degree of bilingualism than presently exists. In his supplemental views, Senator Henry M. Jackson noted that "The unity of our Federal-State structure requires a common tongue.... Surely, at a time when we are trying to eliminate ghettos of all kinds, we should not establish within our Federal-State system a 'language ghetto.'... The continuance of Spanish as a second language would not be inconsistent with this requirement."[5]

Some independence advocates claim that their agrarian the ethnic traditions can florish only if they are freed from the influence of the United States. But the movement is not the most popular one in Puerto Rico. It has claimed no more than ten percent of the voters in recent years. In 1967, when

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4 United States-Puerto Rico Commision on the Status of Puerto Rico. of Puerto Rico, 1966 p. 15

5 Status of Puerto Rico, p. 22

A revitalized pro-independence element in the Department of Public Instruction attempted further to restrict the teaching of English to two periods a week, the opposition was heard throughout the island. An overwhelming majority of people in Puerto Rico seem satisfied with Commonwealth status, and the present Governor, Luis Ferre, and his party tend to view statehood as inevitable. Although the Governor won his election in 1968 with less than a simple majority, he has nevertheless been able since then to work quietly and efficiently to bring the dream of his statehood party to fruition.

The Puerto Rican people are indeed homogenous. They share a common religion and a common Hispanic language and heritage, and because of their insular situation they are likely to retain their culture even better than mainland subcultures like the Pennsylvania Dutch. The fact remains, however, that the Puerto Rican society is rapidly undergoing a change from agrarian to U.S.-oriented urban. Puerto Rico remains politically and economically linked, as it has for over seventy years, with the United States.

The frustration of the seventy-year-old bilingual movement now rises as a spectre, not only on the island, but also in the urban areas of the Atlantic Seaboard where Puerto Ricans gather to make new lives. The first eight months of 1970 saw the heaviest emigration of Puerto Ricans to the U.S. since 1950. More than 90,000 left home in that period.[6] In the past ten years the number of islanders in the States has more than doubled. Over a million reside in New York City alone, which now has a total Spanish-speaking population estimated at nearly two million--22% of the city's residents. As a result, Manual A. Casiano Jr., director of the New York City office of the Commonwealth Migration Division claimed last fall that housing, employment, and educational opportunities for New York City's Puerto Ricans have dwindled. A product himself of the city schools, Casiano noted that an unprepared educational system has contributed to the deplorable situation:

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6 San Juan Star, October 25, 1970, p. 15.

"When I was a youngster, maybe we had 5 Spanish-speaking children in a class of 40.... Today, in many city schools, the situation is reversed... In a situation like that it's almost impossible to help the Spanish-speaking children get by." He sees a broad bilingual system as the only solution.[7]

In the same month Casiano spoke, November 1970. New York City made another substantial move in its constant attempt to overcome the monumental language problem. It began bilingual programs in 113 schools. Both Spanish and English are being taught to native children and to children of Puerto Rican origin. The effectiveness of the program was questioned, however, before it began. At November 23 Senate committee hearing, Antonia Pantoja, founder of Aspira, a nationwide Puerto Rican community organization claimed that the mainland's two million Puerto Ricans were "the poorest silent minority" in the nation, "incapable of participating in American society and facing total alienation from it." Severely criticizing the federal government and the nation's schools, she suggested that the only solution may be to creat an educational system that would especially tend to the needs of Puerto Rican children who "do not speak English." She noted that 50% of Puerto Rican children in the States do not finish school, and called the bilingual programs "pitiful." "To people who have failed in teaching English the federal government is giving several millions so they can now fail in teaching two languages, Spanish and English." She warned the committee that "Puerto Rican youth is becoming more militant as a result of its feeling of desperation."[8] There is some indication then, that government may still be unable to deal with the problem.

If bilingualism fails in New York City and if it continues to fail in Puerto Rico, the immediate cause may be what it likely has been since 1898.

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7 San Juan Star, November 6, 1970, P. 3.
8 San Juan Star, November 24, 1970, p. 3.

As in Brumbaugh's day, qualified English teachers are at a premium. Most teachers in Puerto Rico and in the States--including teachers of English--are not prepared to teach a language. Daniel Portelles, director of bilingual programs in Brooklyn's District 14 pointed to this problem in San Juan during a recent Department of Public Instruction-supported conference on education Puerto Rican children who live on the mainland. He stated that many of the island's children arrive in New York with 'a poor understanding of the Spanish language and practically no knowledge whatsoever of English... Many of the children are illiterate in both languages.' He noted that 75% of Puerto Rican teachers who apply for positions in New York City fail to pass the qualifying examinations.'[9] The cause of this may be that in some districts of the island most elementary school teachers have only a provisional certificate. They teach without even a normal school degree. And their pay scale is so low they have little opportunity to take course work toward a bachelor's degree.

It seems imperative that Puerto Rican teachers have some training on the mainland, if only to acquire a standard English pronunciation. One recently retired Puerto Rican district supervisor of English, of this writer's acquaintance, estimates that over ninety percent of those responsible for teaching English have too little acquaintance with the language. Many cannot read the teacher's guide in their English textbooks. Their only experience has been the thirty to fifty minutes a day in the elementary and secondary schools. These teachers have never engaged in a conversation with a native speaker of English. Elementary school teachers, after all, do not major in English in college; and most secondary school teachers who do never leave the island.

In spite of generally good texts, written especially for Puerto Rico with the consultation of the late Charles Fries, little English is being taught. In an unofficial test conducted in one school district several years, ago, third graders were examined at the end of the year to determine the extent of their reading ability. The third grade English text is designed to teach beginning reading. The results showed that approximately fifty percent of the children could not read a single word of English, and twenty-five percent recognized only several words. Only the remaining twenty-five percent read at grade level. The following year, after the teachers had been encouraged to use the materials provided for them, and had been visited periodically seventy-five percent of the third graders read English at their grade level. Much of the language problem then, seems to be perpetuated by teachers who still lack the "vigor, purposefulness, and devotion," mentioned by Roosevelt.

The situation in the States is hardly better. Most teachers of Spanish-speaking students are not qualified to treat the problem. Although New York City now certifies elementary and secondary school teachers in English as a Second Language, relatively few qualify. There are signs, however, that the problem is at least--and at last--being attended to, in both Puerto Rico and the United States. The Puerto Rican Department of Public Instruction, under the direction of Commissioner Ramon Mellado, is granting aid to 425 men and women to improve the teaching of English. Many of them who have lived in the States, and who are bilingual, are being prepared to teach English in the elementary grades, where the need is presently the greatest. These young people teach in the schools while they are enrolled in undergrduate linguistics programs that will provide them with degrees in teaching English as a second language.

Universities that train teachers are also beginning to recognize the need for undergraduate and graduate programs that will prepare their students

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9 San Juan Star. October 21, 1970. p. 6

to teach English is Spanish-speaking areas. The State University of New York, while it has lagged behind Columbia and New York University, promises now to move forward in both graduate and undergraduate study. The units at Albany and Cortland are preparing teachers of English as a second language in graduate programs. Cortland, with its emphasis on sociolinguistics, is especially suited to train people for the urban areas. These two graduate programs are supplemented by undergraduate programs in linguistics offered by Stony Brook, the University at Buffalo, Binghamton, and Oswego. While most programs offer only limited work in applied linguistics, Oswego's is designed so that the student who wishes to teach English as a second language may do much of his work in that area.

Th future, then, may be less bleak than the past. Better days may come with better teachers in the classrooms. This writer is reminded of his high school teacher's solution for the world's problems: "Take a little Latin!" The answer to our social problems is not, unfortunately, "Take a lot of English." Predudice and poverty will have their way. Perhaps, however, with more difficulty, if language is no barrier to a person's making his way in the world.

A story is going around Puerto Rico and New York about the New York City college senior, Mike, who was mugged near the campus last fall by three young Puerto Ricans. Mike gave up all he had--a nickel. Questioning his muggers, he found that they needed money to help a friend. So he took them to the dormintory where he was able to collect $10 for them. In conversation with Jose the one who had held the gun, Mike found that the young Puerto Rican had dropped out of school and hoping to get into the Marines had failed the English. Mike offered to coach Jose and subsequently met his whole family in their South Bronx tenement. It was there that he readied Jose for the examination. By spring Jose will be in the Marines, and Mike will be back at his demonstrations for peace.

The story is true.

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ABSTRACT

Nonprofessional personnel can play an important role in the classroom as teacher aides, especially in a bilingual situation where a particular language background can prove invaluable in developing language skills among the students. The presence of a teacher assistant increased the opportunities for individual instruction. Potential teacher aides can be found within the local community, and training programs and workshops organized within the school system and prepare them for the classroom situation; an organized, extended training schedule could help some advance to the point of becoming fully-qualified teachers. (VM)

In recent years, the introduction of non-professional personnel into the schools and the classrooms has created considerable controversy. Advocates claim that the additional assistance derived from pare-professionals can be the greatest blessing to the overworked teacher. Opponents fear that employment of auxiliary personnel may be openning the door for the implementation of sub-standard instruction in the classroom. In other words, some people are still trying to decide whether para-professionals are a help or a hindrance. I've made my decision already and I'm here to state unequivocally that the use of educational assistants may be one of the most significant approaches in our attempts to provide individualized instruction. Especially in English as a Second Language and Bilingual Education programs do we see a very clear need to have another adult assisting the teacher in the many personalized activities demanded by these programs.

This afternoon, I would like to focus on some of the reasons underlying the need for utilizing para-professionals, how these assistants can function effectively in a classroom, their role as part of the overall teaching team and some of the factors involved in the recruitment and training of assistants. Since most of this presentation is based on my experiences with the para-professionals employed at the Bilingual School, I will, of course, be referring to them quite often.

Before I begin, however, I would like to make a simple clarification regarding the distinction that has been made in the title of this presentation between English as a Second Language and Bilingual Education. I added "bilingual education" to the original title first because I am deeply interested and involved in bilingual education, but also as a reminder that the concept of second language instruction (as opposed to foreign language instruction) has been extended through bilingual education to many languages other than English. In New York City, of course, most of the bilingual programs include Spanish as the vernacular language, but they also offer Spanish as a second language for the

English speaking children. I mention this point because it has bearing on one reason why we must look towards utilizing para-professionals in the instructional process.

With the establishment of many new bilingual programs in the city, we have seen a recurrent problem facing administrators and school boards when considering personnel needs. Many principals and superintendents claim that a major obstacle to the initiation of a bilingual program is the critical shortage of qualified bilingual teachers. This problem, of course, is not one which can be overcome overnight and efforts to recruit large numbers of Spanish speaking teachers must continue and be expanded tremendously. However, while this is being done, we should be engaging in a far greater effort to employ community persons who already are proficient in both English and Spanish and who, with proper training, can be of great assistance to the few teachers that are available. Incidentally, when I say "few teachers", referring to the situation in New York City, please understand that this is a gross understatement. It becomes a lot clearer when we note that there are approximately 500 Puerto Rican teachers in the New York City school system out of a total of about 60,000 teachers. This amounts to less than 1% of the total staff while the number of Puerto Rican students in the schools reaches close to 250,000, or about 22% of the total pupil population.

So we see that there is an urgent need to provide a massive influx of Spanish speaking personnel into positions offering direct contact with out Puerto Rican children. The recruitment of para-professionals may be the most immediate way to accomplish this purpose. Their role in providing ethnic models with which children can identify should not be overlooked either.

At the same time, these assistants can be utilized very effectively to provide instruction in Spanish as a second language to English speaking students.

Secondly, there is the ever-present concept of individualized instruction which automatically means a greater demand on the teacher's time and energy to provide for the needs of all her students. In spite of all the programmed instruction materials and other so-called self-learning programs, we cannot deny that having another adult in the classroom is the most logical and reasonable approach to providing greater individualization of instruction.

Finally, if we are seriously concerned with increasing the number of minority group teachers and encouraging community participation in education, then we must certainly view the concept of the para-professionals as a most viable and productive alternative.

The actual role of the para-professional in the classroom can be as diversified and challenging as that of the teacher. The range of activities possible for an educational assistant may vary from those which essentially are non-instructional and serve mainly to provide the teacher with more actual teaching time to those which virtually convert the assistant into a second teacher with real instructional responsibilities. Thus, you would find at P.S. 25, assistants helping children with outer clothing, keeping attendance records, preparing materials, duplicating materials, supervising the lunch period, and undertaking a host of other necessary tasks. The same assistants will, at another time during the day, be reading to a small group of students, helping an individual pupil with arithmetic problems, playing games with a few children, showing slides and listening to students discuss the slides and, in general, carrying out a number of educational activities while the teacher is engaged with the rest of the class.

Because of the heavy emphasis on language instruction in our bilingual program, many of our assistants spend a great deal of time working with pupils in English as a first or second language and Spanish as a first or second language. The program in second language instruction especially creates many

situations in which assistants can work with small groups of students or individual pupils in helping to develop their listening and speaking skills. The assistant may be reinforcing a specific oral pattern which the teacher has just taught or, perhaps, playing a game involving numbers they have just learned. More advanced pupils or classes may get assistance from the para-professional in reading and writing skills sometimes through the use of programmed materials. The fact that all of the assistants are bilingual is especially significant because both English speaking and Spanish speaking students can be given the benefit of the assistant's extra attention. In addition, in many instances, the para-professional brings to the classroom a wealth of language experiences in Spanish which the teacher may not possess. Children's songs, games, stories and poems which the assistant may recall from her own childhood now become an integral and exciting part of the curriculum. In general, the net effect is that there is now another person in the room with whom children can communicate and thus practice and further develop their language skills.

Needless to say, a good educational assistant doesn't just walk in from her kitchen at home and, with the proper blessing from the principal, start to diagnose pupils' reading deficiencies. It is a long and arduous task to develop a group of para-professionals who can make a positive contribution to a school program and function as part of an overall instructional team.

First, we must consider how we're going to select these individuals and where we're going to get them from. Since one of the underlying justifications for employing para-professionals is to encourage participation of community residents in education, it is natural that our major source should be the immediate school neighborhood. Highest preference should be given to parents of children in the school since there is really no other group which could have a greater stake in developing the best instructional program possible. If necessary, additional persons could be recruited from local civic groups, community agencies,

adult education programs and community colleges. Occasionally, individuals with teaching experience but without all the necessary requirements for certification as teachers here, may move into the community from other countries and can certainly be employed very effectively as assistants in a special category.

Whatever the source may be, the prospective assistant should have sincere desire to work with children and should have an understanding of the problems they face at home and in the neighborhood. They should, of course, possess the basic skills in the fundamental subject areas, but not necessarily be required to have a complete formal educational background. A high school diploma would be helpful, but again not essential if the person demonstrated satisfactory ability. If the program is a bilingual program, it would be extremely desirable that assistants be bilingual. And if these assistants are going to work with non-English speaking children, it would be virtually mandatory that they speak the vernacular of the children. Another significant factor is that assistants, just as teachers, spend a good part of their time working with adults, as well as with children, and, therefore, they should be able to relate well to other adults and understand the importance of cooperating in a well-coordinated team effort.

Assuming that we have found this "super-assistant" with all of these fine qualities, we still have only begun. Now, the task is one of giving this person the training necessary to develop all of the skills which will make her an asset to the teacher. Ideally, there should be an opportunity to provide the para-professional with some pre-service orientation and training. During this period, the assistant should become acquainted with the key personnel in the school, with the physical plant, with the important resources in the community, and with the children. Some time should be devoted to explanation of the duties of an assistant and the general role she will play in the program. Once the assistant is assigned to a specific teacher and class, she should understand that she will

be getting specific help through an organized program of in-service training. This aspect of the para-professional's career is extremely important and definitely deserves the greatest attention. In too many cases, the assistant is given a book and told to work with a group of children, very often the slowest children, and that is virtually the last contact the assistant and the children have with the teacher for the rest of the semester. I cannot ever-emphasize the frustration and even fear that the assistant will experience upon discovering that suddenly she has assumed the awesome responsibility of teaching children without knowing what to do. Unfortunately, the more dangerous problem is that the children themselves will be neglected and will suffer all the evils of poor teaching.

In-service training may take many forms but, basically, the kind of training that the school can provide is generally the most relevant and, therefore, should be undertaken immediately. A typical week at P.S. 25 might include a workshop on Monday afternoon for all educational assistants. This session is conducted by a master teacher who coordinates and supervises the work of all the assistants. The topics may range from classroom organization, to discipline to mathematics. One of the early workshops this particular year was on the use of a commercially developed reading program which we had purchased. In cooperation with the assistant principal, the coordinator had arranged for teachers to utilize this program, in their classes. Once the assistants had received several sessions on how to use the materials, they began to work with small groups of children in their classes. During this time, the coordinator met with each one of the assistants individually and then, together, with the classroom teacher. In addition, the classroom teacher was making specific plans regarding which children to assign to the assistant and in helping the assistant plan for her instructional dutires. Of course, the teacher and the assistant meet daily to assess the progress

of the children and to assess the assistant's progress as well. It may seem as if a great deal of extra time and energy has to be expanded just to serve a few children but the fact is that for some of the children, time spent with the assistant may be the only time in the whole day that they receive any kind of special attention.

The general direction of the training program is one in which para-professionals are given basic background information, factual information related to specific subject areas, skills needed for their own development and other skills needed to teach their children. As the assistant comes more in contact with the coordinator, the assistant principal, the teachers, other assistants and other staff members, she gradually develops better skills and, of course, becomes more confident. It is certainly a wonderful feeling for a supervisor to observe an assistant undertaking interesting and productive work with children and to know that everyone is benefitting from it; the children, the assistant and the teacher.

The training can continue on a more long term basis outside of the school. Several of our assistants participate in courses provided through special programs designed to offer career opportunities for assistants. The Career Ladder Program, the Career Opportunities Program and the Career Training Program, although funded from different sources all have the goal of providing time and money for assistants to continue their education. In addition to the released time and the tuition free courses para-professionals have the incentive of being advanced through various stages of job categories based on additional training. It will soon be possible for an individual to start in a school as a school aide not working in a classroom and gradually occupy the following titles: teacher aide, educational assistant (H.S. diploma), educational assistant (2 years college), educational associate, teacher intern, bilingual professional associate. Hopefully, the ultimate goal would be to see some of our assistants become full fledged teachers. However,

another possible expectation might be that, as community persons become school staff members and as they become more aware of the real problems and needs of children, they might be more instrumental in urging and actually getting greater community and parent participation in educational matters of real significance. Already we are beginning to see in New York City that a number of Community School Boards include persons who at one time were-professionals in schools over which they now exercise considerable influence.

In other words, community people can become vital members of the toal educational team at all levels. However, if we refer to a team, teachers and principals must understand that this means undertaking a task through a cooperative and dynamic effort. Unfortunately, there are still some who resist having another adult in the room, especially a "community person". There are fears of being spied upon or being exposed to unwarranted criticism. In reality, the para-professional coming to work in a classroom is probably just as afraid and nervous as to what the teacher's perception of her may be. And every para-professional I've seen was very eager to learn her job. So that both the assistant and the teacher are in a perfect position to help each other cross the bridge into the other's world. If we can welcome the para-professional on board as an important member of a team doing a significant job, we might be on our way towards strengthening the relationship between schools and communities into real partnerships.

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ABSTRACT

Language acquisition in bilingual communities is noted to be fundamentally distinct from other types of second language learning. Discussion centers about the multi-dialectal, bilingual speech community of Miami with respect to educational opportunities afforded the city's ethnic groups. The function and achievement of the Spanish Curricula Center is observed in terms of city-wide bilingual program development. (RL)

SECOND LANGUAGE LEARNING

IN BILINGUAL COMMUNITIES

Sylvia H. Rothfarb

Paper presented at the annual conference, (December 1970)
of the AATSP: "FLES Through University Session."

Good morning. It is a great pleasure to be addressing you here in the beautiful city of San Francisco. The tonic of my talk is "Second Language Learning in a Bilingual Community." Some of you may not come from a bilingual community, but could perhaps still recognize that there is more than one way of being bilingual.

In order for you to get acquainted with some of the sounds of Miami, which is rapidly becoming more and more bilingual, let's listen to this tape - and won't you write down on a piece of paper the languages and dialects you perceive? (Play tape Voices)[1]

If you have ten items listed, you are correct. the languages, dialects and people you have just heard were:

1) A male television announcer, Spanish-speaking, Cuban
2) A male radio announcer, Midland-English dialect speaker
3) A male radio announcer, Southern-English dialect speaker
4) A female television announcer, Spanish-speaking, Cuban
5) A male television announcer, Midland-English dialect speaker
6) A male television announcer, Spanish-speaking, Cuban
7) Cuban children speaking Spanish while playing
8) A Black English dialect speaker
9) A Yiddish speaker, female
10) A male teacher, Spanish-speaking, Cuban

We have just gone through two basic steps of Taba-type strategies: identifying and listing. If time and circumstances permitted, perhaps we would proceed together to the third step: that of grouping. If you were to group these languages and dialects, you might do it this way:

Group I	Group II	Group III
Midland English Dialect	All the Spanish speakers	The Yiddish speaker
Southern English Dialect		
Black English Dialect		

Or you might look for something you perceive the speakers as having in common, such as mixing: Black English interfering with white English Spanish plus English phrases, such as la avenida seis del southwest, English plus Yiddish, and finally Spanish plus a slang expression - no tiene plata. Or, if you were more interested in the situations during which the taping occured, you might make these groups:

Group I	Group II	Group III
TV and Radio Announcers	In the classroom (The B. Eng. speaker leading the language practice; the Spanish teacher	In the street - the children playing

Group IV
In the store - the lady shopping

The possible groups are as extensive as the number of people here today - the combinations as varied as the language concepts you bring with you. Given additional information on the settings of the tapings, and Miami in general, you would soon realize that Miami is a multi-dialectal, bilingual community.

The theorectical question of what are the components of a bilingual community has many dimensions. First let us consider Einar Haugen's viewpoints

in Bilingualism in the Americas:

> "The community or group to which an individual belongs will determine the conditions for his learning and use of languages; in such a group language is always a social instrument and may become a social symbol."[2]

If we accept this definition of language in terms of its social functions, then a bilingual person can semmingly identify with two speech communities. A monolingual living in a bilingual community is aware of the other community, but not necessarily a part of it. The depth of his interaction with the second community is contingent upon the amount of social, economical or educational contact he has with it.

Dell Hymes,[3] a leading sociolinguist of our times, sees the terms "speech community" as the equation of the terms language, culture and people. He further denotes it as a condition which can be seen as problematical when it co-occurs with more than one in a given community. To avoid this type of problem, many bilingual communities in America have followed a pattern of assimilation or acculturation of the minor community. In others "ghettos" or sections have been established where the so-called "minor" community functions - maintaining contact with the dominant language in many facets of everyday life.

But have we "avoided problems?" The history of America's giant melting-pot theory is too complex to be discussed here. Joshua Fishman's Language and Language Loyalty admirably describes it.[4] In many a history of language teaching, we are reminded of how sauerkraut was renamed "liberty cabbage" just prior to the period William Moulton calls "linguistic isolationism."[5] And closer to home, how many Spanish-speaking Americans have been forbidden to utter a word in Spanish in their classrooms, in hallways, and even on the playground of their schools? And even still closer to home, how many FLES programs have failed to not only included, but to build their

curricula around the language and culture of the target speakers within their communities, as well as around that remote country where the language is spoken, thousands of miles and thousands of values away.

In recent years, Miami has been on the receiving end of two mass influxes: one emigrating and the other immigrating. The first is elderly and middle-age retires from the north (hence the inclusion of the Yiddish excerpton the tape). The second group consists of Cuban refugees, arriving twice daily on the Freedom Flights. It is not unusual for Dade County Schools to register and absorb 150 new Cuban youngsters in a given week. Since 1957 we have provided special classes for Orientation and ESL; in 1961 Spanish "S", or Spanish as vernacular language study, was added, so that the Cuban children would maintain their bilingualism. As you probably know, Dade County was the forerunner in organizing and implementing bilingual schools. New bilingual programs, encouraged and supported by the Bilingual Education Act (Title VII), have sprung up all around the country - from calexico to Boston, from Miami to Newark, from San Antonio to Chicago. The objectives of these programs are to build on the child's native language, using it as a means of instruction, and to provide him with English instruction as well, so that he can (eventually) function comfortably in both languages.

Teachers of dialect speakers (i.e., Black English), have borrowed a page from foreign language and bilingual education's book. Today most current elementary English language texts acknowledge linguistic diversity, and there are many sources available for practicing patterns in Standard English, based on contrastive linguistic analysis. <u>These</u> youngsters, given the opportunity, can become bidialectal and bilingual.

With the awakened interest in bilingual education, the need for appropriate material for these programs soon became apparent. Textbooks and

workbooks produced in Spain or Latin America, although they have had to suffice for some time, were not too relevant and even pedagogically obsolete. In order to better meet the instructional needs of Spanish-English bilingual programs, the Spanish Curricula Development Center was planned. It was funded and operational by July 1, 1970. The purpose of the Center is to produce primary curricula for four target populations involved in Spanish-English bilingual programs throughout the United States. These are Mexican-Americans, Puerto Rican, Cuban and "Anglo" children. The curricula will be multi-disciplinary, hopefully innovative, and consist of five major strands: Spanish as a Vernacular, Social Science, Fine Arts, Science and Math, and Spanish as a Second Language. The project, which has as its able director Mr. Ralph F. Robinett, will last four years and produce 40 multidisciplinary, multimedia kits. I am delighted to be part of this project as Spanish SL Coordinator. Although the staff consists of the same ethnic population the center is designed to serve, additional regional 'centers' are being established in the Northeast, Southeast, Midwest and Western parts of the country, to further ensure linguistic and cultural authenticity appropriate for the given region. Thus we at the Center will include both 'pajita' and 'popote' (drinking straw) in the material and in the regional glossaries, but the regional centers will have the option of choosing or supplying the appropriate term.

What will the material for English-speakers look like? What any second language program in a bilingual community should look like. Charles Ferguson[6] has said that "second language learning takes place either by relatively informal, unplanned imitation and use in actual communication situations or by formal study in a system of education..It is up to educators to make the acquisition of languages either as much like the natural learning as possible or seek superior methods."

The student learning Spanish in a bilingual community has numerous opportunities for involvement in target language interaction. Given the type of language instruction that will build on available language experiences, he has the option of using the language in a variety of circumstances. Or he may choose to remain passive when hearing the language outside of his class, and silently add whatever he hears to his growing repertoire of Spanish. For him it is not a foreign language, in the traditional sense of the word. His situation is similar to the student of French in a Maine town near the French-Canadian border, or the student of Hebrew in Brooklyn. With a flick of the wrist he can tune into the variety of spoken Spanish you heard earlier. Or our student can play with those children you also heard earlier on the tape. And perhaps we can take him from the passive world to the active one, by providing him with the language tools he needs, so that he can respond spontaneously in Spanish. I hope so.

We all use tape recorders in our language classes - but how many of us walk around the community - record its sounds on tape, bring it back to the classroom, and LISTEN to it? In this age of down-to-earth, gut-level involvement, why not have the students bring in the kinds of situations they would like to participate in - starting with a tape and building the language lessons from there? This is somethin language curriculum planners, as well as language teachers, could look into. If your 'behavioral objective' is for the student to be able to

> "use authentic speech in the target language while playing games, as evidenced by giving appropriate oral rejoinders.."[7]

then your program should include a variety of games and ample opportunities for the child to use the language as spontaneously as possible.

We have a very special obligation in a bilingual community. We are not only interested in perpetuating linguistic and cultural diversity, but in promoting an appreciation of the other language and culture of the community. We are also encouraging the learning of our second language among English-speakers in what may be considered the optimum learning situation: second language learning in a bilingual community.

Thank you.

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